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| **Physical Education** **Core Curriculum** **Year 1&2****Spring Term Year B** |
|  | **Spring Term 1** | **Spring Term 2** |
| **Unit of Work** | DanceUnit 1 (Year 2) | FoundationsUnit 1 | Send & ReturnUnit 2 (Year 1) | Run, Jump & ThrowUnit 1 (Year 2) |
| **Prior Learning**  | Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. | Can challenge him or herself to develop strength and flexibility. Worked on increasing stamina, strength, balance, agility and coordination in a variety of activities. Stretched, reach, extend in a variety of ways and positions. Explored balance and managing own body. | Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls. | Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination. |
| **Unit Focus – Key Knowledge & Skills**  | Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform. | Take part in stability, flexibility, balance and coordination activities. Explore lower and upper body stability and core strength. Develop a basic understanding of concepts such as coordination and flexibility. Draw links between different types of physical activity and developing body management. | Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition. | Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control. |
| **5 Essential Key Knowledge and/or Skills**  | * Create a simple sequence of movements with starting and finishing positions.
* Begin to portray feelings through dance.
* Choreograph a simple dance with changes of direction and speed.
* Understand the terms unison, canon and levels.
* Perform in a duet.
 | * Stay stable and in control when exercising.
* Show where the core muscles are on my body.
* Perform a leap frog.
* Describe flexibility using the word muscle.
* Discuss what coordination is and to show an example of it.
 | * Send the ball over a net to our partner with increasing accuracy.
* Perform the correct body position to send a ball.
* Track and stop a moving object using both hands
* Play cooperatively in a game situation
* Hit the ball into space and describe how this is a tactic.
 | * Move quickly whilst being aware of others around.
* Understand how to create power with their legs to turn at speed.
* Choose the best throw for different situations.
* Consistently use their arms to run at speed.
* Perform a static and dynamic with control.
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| **Progression of Learning in lessons-Objectives covered**  | * Can I use penguin images to inspire my dance?
* Can I show feelings of abandonment through dance?
* Can I create movements that show friendship?
* Can I create a solo dance with changes of direction and speed?
* Can I match my movements to music?
* Can I choose a formation for a dance and explain why?
 | * Can I stay balanced and stable when trying new things?
* Can I repeat a balance and improve it?
* Can I identify the core muscles in my body?
* Can I practise and improve leapfrogging?
* Can I describe what flexibility is?
* Can I understand coordination and show examples of it?
 | * Can I send a ball over the net to a partner?
* Can I track and stop a moving object with both hands?
* Can I learn why different muscles are important when playing games?
* Can I send balls accurately from different positions?
* Can I hit the ball to an empty space?
* Can I use the skills learnt in more challenging situations?
 | * Can I move quickly whilst being aware of others around?
* Can I create power with my legs to turn at speed?
* Can I move through an obstacle course with speed and control?
* Can I choose the best throw for different situations?
* Can I use quick feet whilst sprinting?
* Can I perform static and dynamic balances?
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| **Vocabulary** | Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying. | Flexibility, strength, coordination, balance, challenge, attempts, core, stability, muscles, confident, move, reach, base, body parts, leapfrog, upper body, lower body, crab, improve, tightrope, partner, self. | Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire | Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect. |
| **Personal Development****(Head, Hand, Heart)** | * Head: Show confidence to perform in front of others.
* Hand: Show good timing with the music.
* Heart: Attempt to work as part of a group to perform a dance.
 | * Head: Describe ways you use muscles for different tasks.
* Hand: Transfer balance skills to stability exercises.
* Heart: Show engagement in tasks to perform safe movements
 | * Head: Identify space to send a ball into.
* Hand: Move towards a moving ball to return with hand or bat.
* Heart: Play cooperatively in a game situation.
 | * Head – Make choices about appropriate throws for different activities.
* Hand – Show increased control of body and limbs.
* Heart – Work cooperatively to complete running, jumping and throwing tasks.
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| **Application Task** | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups |